



KIRK MERRINGTON PRIMARY SCHOOL

PSHE- 2023-2024

School Drivers		
<p>21st Century Citizens Understanding of the Wider World Multicultural awareness British values Sense of community- Rights and Responsibilities Understanding of the wider world</p>	<p>Independent Learner Independent Resilient Able to solve problems Able to think critically</p>	<p>Healthy Living Healthy Eating Being active Healthy mind Healthy relationships</p>

<p>Reception</p>	<p>Relationships Me and My Relationships Core learning: Name people that are special to me and what role they play e.g. parent, grandparent, friend etc. Name similarities and differences between special people in our life. Listen to other people. Talk about things/ people special to me. Identify common features of family life. Describe different emotions e.g. happy, sad, angry, excited and when I might feel like this.</p>	<p>Relationships Valuing Difference Core learning: Name similarities and differences between peers. Know the importance of showing kindness and care towards others. The conventions of courtesy and manners. Know that not all family structures are the same and they may be different to their own. Demonstrate some cooperation with others. Vocabulary:</p>	<p>Health and Wellbeing Being My Best Core learning: Share feelings and use different words to describe feelings e.g. scared, angry, sad, happy, excited, surprised. Name what I am good at, what I like and what I dislike. Name some healthy foods and drink e.g. fruit, vegetables, milk and water. Name things that help people feel good. Name some ways to keep the body fit and well e.g. sleep, healthy food and drink and exercise.</p>	<p>Health and Wellbeing Growing and Changing Core learning: Name the four seasons. Name different stages in a humans life e.g. baby, child, adult, elder. Explain changes that have happened to them from being a baby to now. Vocabulary: Seasons, spring, summer, autumn, winter, human, baby, toddler, child, adult, elder, changes Suggested Texts: Tree Seasons Come, Seasons</p>	<p>Living in the Wider World Rights and Respect Core learning: Discuss why friends are important and how they can help us. Understand ways they can help look after their classroom. Name ways they can help look after the environment e.g. recycle, waste less, turn off the TV and light switches. Vocabulary: Friends, important, care, look after, environment, recycle, waste, energy</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Name ways to stay safe at home, at school and outside. Know age appropriate ways to stay safe online e.g. only be online when an adult is supervising, ask an adult to set up games etc online, speak to an adult if you feel unsafe. Name adults in the community who keep them safe e.g. police, ambulance, fire service, doctors/ nurses, teachers, crossing patrol etc. List jobs of the people they know.</p>
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	<p>Name people who can help me if I feel sad.</p> <p>Vocabulary: Special, family, mam, dad, brother, sister, grandparent, aunts and uncles, cousins, friends, neighbours, same, different, listen, share, take turns, feelings, happy, sad, angry, excited.</p> <p>Suggested Texts: All About Me- SCARF Storybook Can't you Sleep, Little Bear? by Martin Waddell The Rainbow Fish by Marcus Pfister The Colour Monster Anna Llenas Family and Me by Michaela Dias-Hayes Super Duper You by Sophy Henn All Kinds of People by Emma Damon Only One You by Linda Kranz</p>	<p>Same, different, friends, kindness, care, family, share</p> <p>Suggested Texts: Ten Little Fingers and Ten Little Toes by Helen Oxenbury The Great Big Book of Families' by Mary Hoffman All Kinds of People by Emma Damon All Are Welcome by Alexandra Penfold and Suzanne Kaufman The Smartest Giant in Town by Julia Donaldson. 'You Choose!' by Pippa Goodhart. Kind by Alison Green Kindness Grows by Britta Teckentrup Be Kind by Pat Zietlow Miller The Hug by Eoin McLaughlin</p>	<p>Vocabulary: Feelings, happy, sad, angry, excited, fear, surprise, nervous kills, healthy food, healthy drinks, fruit, vegetables, milk, water, fit, healthy, strong, exercise.</p> <p>Suggested Texts: The Dot by Peter H. Reynolds Rosie Revere, Engineer by Andrea Beaty 'Oliver's Vegetables' by Vivian French 'Which Food Will You Choose?' By Claire Potter 'Good Enough to Eat' by Lizzy Rockwell 'I Will Not Ever Eat A Tomato' by Lauren Child The Lion Inside by Rachel Bright The Koala Who Could by Rachel Bright The Worrysaurus by Rachel Bright Ruby's Worry by Tom Percival Blue by Britta Teckentrup</p> <p>Enrichment: Visit from a dentist</p>	<p>Go by Patricia Hegarty Skip through the seasons by Stella Blackstone Seasons by Hannah Pang Out and About: A first book of poems by Shirley Hughes Monkey Puzzle by Julia Donaldson The Very Hungry Caterpillar by Eric Carle Once there were Giants by Martin Waddell There's a house inside my mummy by Giles Andrae Titch by Pat Hutchins</p> <p>Enrichment: Visit from a grandparent/ new born baby/ farm visit</p>	<p>Suggested texts: Five Minutes Peace by Jill Murphy Peace at Last by Jill Murphy Just Ask by Sonia Sotomayor Will you be my friend? By Molly Potter The Lion Inside by Rachel Bright Dinosaurs and All that Rubbish by Michael Foreman Spend it! By Cinders McLeod Earn it! By Cinders McLeod The Odd Fish by Naomi Jones</p>	<p>Demonstrate how to cross the road safely. Prepare to move to a new class/ year group.</p> <p>Vocabulary Safe, safety, online safety, adult supervision, games, unsafe, community, police, ambulance, fire service, doctors, nurses, teachers, crossing patrol, road safety.</p> <p>Suggested Texts: Emergency! By Margaret Mayo Heroes who help us from around the world by Liz Gogerly Real Superheroes by Julia Seal My Daddy is a Nurse by Kerrine Bryan PENGUINPIG Stuart Spendlow & Amy Bradley Enrichment: Visit from a member of the community: school crossing patrol</p>
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<p>Year 1</p>	<p>Relationships Me and My Relationships Core learning: BRITISH VALUES- DEMOCRACY- know that everyone has a right to contribute towards classroom rules. Know what rules are and why they are needed. Suggest simple strategies to resolve arguments. Recognise how others might be feeling. Name things that help people feel good e.g. playing outside, spending time with friends/ family. Understand and explain how our feelings can react in our bodies (butterflies). Explain how people can make friends and what makes a good friendship.</p> <p>Vocabulary Listen, share, take turns, feelings, happy, sad, angry, excited, friendship, BRITISH VALUES, DEMOCRACY, rules, right, arguments, butterflies,</p> <p>Suggested Texts: Miss Nelson is Missing by Harry Allard The Huge Bag of Worries by Virginia Ironside. The Very Lonely Firefly by Eric Carle</p>	<p>Relationships Valuing Difference Core learning: Identify similarities and differences between people. Empathise with those that are different from us. Explain how people may feel if they experience hurtful behaviour or bullying. Recognise kind and unkind behaviour and how it can affect others. Know different communities they belong to e.g. family, school, clubs etc. Identify different roles and responsibilities people have in their communities.</p> <p>Vocabulary: Same, different, friends, kindness, care, family, share, kind, unkind, behaviour, community</p> <p>Suggested Texts: BBC Bitesize How to make a good friend The Red Tree by Shaun Tan Superworm by Julie Donaldson</p>	<p>Health and Wellbeing Being My Best Core learning: Recognise the importance of fruits and vegetables in daily diet. Explain risks of eating too much sugar. Understand how diseases spread. Know simple strategies to prevent the spread of diseases. Suggest simple strategies for resolving conflict. Discuss strategies to manage when finding things difficult. Recognise how other people's behaviour can affect others.</p> <p>Vocabulary: Feelings, happy, sad, angry, excited, fear, surprise, nervous kills, healthy food, healthy drinks, fruit, vegetables, milk, water, fit, healthy, strong, exercise. disease, Catch It! Bin it! Kill it! germs.</p> <p>Suggested Texts: I don't want to wash my hands by Tony Ross Wash Your Hands, Mr Panda by Steve Antony</p> <p>Enrichment: Visit from a nurse</p>	<p>Health and Wellbeing Growing and Changing Core learning: Know what keeping healthy means and provide different ways of being healthy e.g. exercise, healthy food/ drink choices, not eating too much sugar etc. Identify changes that have happened as a baby to now and changes that will occur as they get older. Explain how to meet the basic needs of a baby e.g. eye contact, cuddling, washing, changing, feeding. Explain the difference between teasing and bullying. Know who to ask for help in a situation where you are not happy. Discuss the difference between a secret and a surprise. Name someone they can talk to if they are uncomfortable with any secret they are told to keep. Name the main parts of the body including identify parts of the body that are private e.g. legs, arms, hands, head, bottom, penis and vagina Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts</p> <p>Vocabulary:</p>	<p>Living in the Wider World Rights and Respect Core learning: Identify what they like and who looks after the school environment. Explain the importance of looking after things that belong to them and others. Explain that jobs help people to earn money. Understand the concept of 'saving money'. Name things that money can be spent on. Know how to keep safe at home. Explain what first aid is. Know who to and how to call in an emergency (999).</p> <p>Vocabulary: Important, care, look after, environment, money, saving, spending, emergency, first aid, 999</p> <p>Suggested Texts: The Pigeon wants a Puppy by Mo Willems I completely know about guinea pigs by Lauren Child</p> <p>Enrichment: Look after a class plant</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Explain how physical activity helps us to keep healthy. Name ways to be physically active everyday e.g. walking, playing outside, riding a bike. Explain why sleep is important and suggest different ways to rest and relax e.g. read a book, draw, meditate, listen to calming music etc. Recognise the importance of knowing when to take a break from TV and online. Identify someone who can help them if they feel unsafe e.g. parent, teacher etc. Explain what to do if they feel unsafe or worried. Understand and know the PANTS rule. Know which parts of their body and others' bodies are private. Explain the difference between appropriate and inappropriate touch. Know basic rules for keeping safe online including keeping personal information private and having a trusted adult to speak to (recap online safety taught in computing- Smartie the Penguin, Jessie and Friends) List how the internet is used in everyday life.</p>
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<p>Year 2</p>	<p>Relationships Me and My Relationships Core learning: BRITISH VALUES- DEMOCRACY- know that everyone has a right to contribute towards classroom rules. Suggest actions that will contribute positively to class. Recognise that people express their feelings differently. Identify helpful ways to respond to peoples' feelings. Recognise when they need help with their feelings and know how to ask for help. Know that both bodies and feelings can be hurt by words and actions and people can say hurtful things online. Explain that hurtful behaviour including online (cyber-bullying), is unacceptable. Know how to report bullying including the importance of telling a trusted adult.</p> <p>Vocabulary: Listen, share, take turns, feelings, happy, sad, angry, excited, friendship, BRITISH VALUES, DEMOCRACY, rules, right, arguments, butterflies, pledge, recognise, loneliness, hurtful, repetition, intentional, physical, emotional, unwanted touch, inappropriate, cyber-bullying, name calling, teasing</p> <p>Suggested Texts: 1decision (5-8) - Relationships</p>	<p>Relationships Valuing Difference Core learning: BRITISH VALUES- RESPECT AND TOLERANCE- recognise that we are all unique and have different beliefs, strengths and interests and know how to treat themselves and others with respect. Know how to give and show respect to others including respectful phrases. Explain ways people are special to them. Explain how it feels to be part of/ left out of a group. Understand that not everyone feels the same at the same time or feel the same about the same things. Suggest words and actions that can be kind to others.</p> <p>Vocabulary: Same, different, celebrate, likes, dislikes, care, kindness, friendship, unique, qualities, unkind, tease, bully, British Values, tolerance, strengths, interests, respect</p> <p>Suggested Texts: We're all wonders by R J Palacio The Big Umbrella by Amy June Bates</p> <p>The Proudest Blue by S.K. Ali (author), Ibtihaj Muhammad (author)</p>	<p>Health and Wellbeing Being My Best Core learning: Develop a positive attitude to support their own and others wellbeing. Understand that choices they make can be healthy or unhealthy and can have an impact on their body. Name different ways to keep healthy. Explain how germs can spread. Understand that vaccinations can prevent certain illnesses and keep people healthy. Describe simple dental hygiene routines. Name people who help us keep physically healthy e.g. dentists, nurses, doctors, paramedics.</p> <p>Vocabulary: healthy, exercise, grow, stronger, Healthy eating, fruits, vegetables, disease, Catch It! Bin it! Kill it! germs, Positivity, wellbeing, choices, dental hygiene, Vaccinations</p> <p>Suggested Texts: BBC Edward Jenner film. BBC Operation Ouch - what are vaccines for? First Aid Champions Decision (5-8) Keeping healthy/staying safe BBC Bitesize - Healthy CBeebies - Sun Safety Gregory, the Terrible Eater by Mitchell Sharmat The Dragon Who Couldn't Do Sporty Things by Anni Axworthy</p>	<p>Health and Wellbeing Growing and Changing Core learning: Recognise feelings of loss and reuniting. Identify different capabilities at different stages of growth (baby, adult, elder). Understand humans have the same body parts but they can look different person to person. Explain what privacy means. Give examples of different types of private information. Explain what they can do if they are being pressured to something they don't want to do or that makes them unsafe including the importance of telling an adult.</p> <p>Vocabulary: growing, changing, baby, toddler, child, teenager, adult, elder, secrets, surprise, private, penis, vagina, testicles, nipples, loss, reunite, capabilities, nipples, privacy, pressure</p> <p>Suggested Texts: Little Explored: When I Grow Up by Dynamo Ltd. When I grow up by Jon Hales Some Secrets Should Never be Kept' by Jayneen Sander</p>	<p>Living in the Wider World Rights and Respect Core learning: Describe ways to get on with others. Explain and use strategies to manage feelings, calm down or change their mood when they don't feel good. Identify people in the community who can help to keep them safe. Recognise that sometimes people may behave differently online, including by pretending to be someone they are not. Know about rules and age restrictions that keep us safe. Explain how digital devices can be used safely to find things out and communicate. Know that not all information seen online is true. Know money needs to be looked after and name different ways of doing this e.g. piggy bank, bank account. Name purchases that are essential and non-essential. Explain the difference between needs and wants and know that people can't always have what they want. List strengths and interests people might need to do different jobs.</p> <p>Vocabulary:</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Describe things people can do to make themselves feel better without medicine. Know about things people can put into their body or on their skin and how these can affect how people feel. Explain how to keep safe in the sun and protect their skin from sun damage. Identify risks in situations where they might feel safe/ unsafe and what action to take to minimise harm. Identify situations where the children would need to say yes, no, I'll ask or I'll tell. Name household objects (including medicine) that can be harmful when not used correctly. Identify types of touch they like and do not like. Know how to respond safely to adults they don't know. Know how to respond if physical contact makes them feel uncomfortable. Explain situations when they should ask for permission and when permission should be sought.</p> <p>Vocabulary: Body, ill, medicine, danger, safety, consent. PANTS, appropriate, inappropriate, Safe,</p>

	BBC Bitesize - Bullying		<p>Enrichment: Visit from a paramedic/ first aider.</p>		<p>Family members, friends, feelings, community, safe, permission, helpful, respect, carer, money, spend, save, responsibility, first aid, emergency, 999, gifts, pocket money, savings, bank, banker, , essential, non-essential</p> <p>Suggested Texts: My Mouth is a Volcano- Julia Cook Thinkuknow BBC Teach - What is my job? Lessons about keeping Money Safe</p>	<p>unsafe, permission, safety network, risks,</p> <p>Suggested Texts: My Body Belongs to me by Jill Starishevsky No Means No! Teaching children about personal boundaries, respect, and consent by Jayneen Sanders</p>
<p>End of Key Stage One targets:</p>						

<p>Relationships:</p> <ul style="list-style-type: none"> • Children will understand and follow classroom and school rules • Name and recognise some feelings expressed by themselves and others. • Name special people in their life and understand different people have different special people in their life. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Know and make some healthy choices (food and exercise) • Name simple body parts and use correct terminology • Know that germs can be spread and can explain ways to prevent spreading them 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> • Identify some safe and not safe situations (face to face, online, emergencies, accidents) • Children can discuss situations where they feel safe and unsafe • Know who to ask for help
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<p>Year 3</p>	<p>Relationships Me and My Relationships Core learning: BRITISH VALUES- DEMOCRACY and RULE OF LAW- Explain why we have rules and consider the consequences of breaking rules. Discuss why some rules are different for people due to their age. Suggest strategies for maintaining a positive relationship. Identify people who they have a special relationship with and</p>	<p>Relationships Valuing Difference Core learning: BRITISH VALUES- RESPECT and TOLERANCE- the differences and similarities between people and recognise what they have in common with others e.g. physically, personality or background. Recognise there are different types of relationships e.g. friendships, family, romantic, online. Understand that people may be attracted to others emotionally, romantically and sexually and that this may be with people who are of the same or different sex to them.</p>	<p>Health and Wellbeing Being My Best Core learning: Know how to make informed decisions about health. Know about the elements of a balanced, healthy lifestyle. Know choices that support a healthy lifestyle and recognise what might influence these. Explain how habits can have both positive and negative effects on a healthy lifestyle. Know what constitutes a healthy diet. Explain the benefits of eating nutritionally rich foods and risks</p>	<p>Health and Wellbeing Growing and Changing (Do not teach the lesson on My Changing Body) Core learning: Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. Recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact.</p>	<p>Living in the Wider World Rights and Respect Core learning: Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online). Know how to assess the reliability of sources of information online; and how to make safe, reliable</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Identify situations which are safe and unsafe. Know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. Understand how to predict, assess and manage risk in different situations. Explain strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)</p>
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<p>how these relationships can support wellbeing, Know what makes a positive and healthy friendship and that the same principles apply online and face to face. Recognise that friendships have ups and downs and suggest strategies to resolve disputes. Demonstrate compassion, care and concern towards others. Discuss some skills that will help them in their future careers e.g. teamwork, communication and negotiation. Identify benefits for having different types of friends. Recognise the importance of self respect and how this can affect their thoughts and feelings about themselves. Listen to and respond respectfully to a range of people including those whose traditions, beliefs and lifestyles are different to their own. Respect other peoples points of view and constructively challenge those they disagree with. Recognise pressure from others to do something unsafe or uncomfortable and strategies to manage this. Recognise that feelings can change over time and in intensity. Name everyday things that can affect feelings and the importance of expressing and acknowledging feelings. Strategies to respond to feelings appropriately and</p>	<p>PROTECTED CHARACTERISTICS- Know that gender identify and sexual orientation are different. Know that a positive family life consists of caring relationships and discuss different ways people care for one another. Recognise there are different types of families e.g. single parents, same-sex parents, step parents, blended families, foster parents. Discuss stereotypes and how these can negatively influence behaviour and attitudes of others. Know about different groups that make up their community and what being part of a community means. Value the contributions people and groups make to their community. PROTECTED CHARACTERISTICS- Know their own personal identify, what contributes to who they are (ethnicity, family, gender, faith, cultures, hobbies). Recognise their individuality and personal qualities. Strategies to response to hurtful behaviour experienced or witnessed, online or in person and how to report concerns and get support. Define discrimination. Recognise and model respectful behaviour online. Define diversity and the benefits of living in a diverse community.</p> <p>Vocabulary: Same, different, celebrate, likes, dislikes, care, kindness, friendship, unique, qualities, unkind, tease, bully, British Values, tolerance, strengths, interests, respect, emotional connection, protected</p>	<p>with not eating a healthy diet including obesity and tooth decay. Know that bacteria and viruses can affect health. Explain how everyday hygiene routines can limit the spread of infection and the importance of personal hygiene. Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentists are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). Recognise positive things about themselves and their achievements. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth. Discuss how to manage setbacks/ failures.</p> <p>Vocabulary: healthy, exercise, grow, stronger, Healthy eating, fruits, vegetables, disease, Catch It! Bin it! Kill it! germs, Positivity, wellbeing, choices, dental hygiene, Vaccinations, decisions, balanced, healthy lifestyle, choices, healthy diet, nutrition, obesity, tooth decay, bacteria, infection, personal hygiene, achievements, self worth, setbacks.</p> <p>Suggested Texts: The Children's Book of Healthy Eating (Star Rewards) (Star Rewards - Life Skills for Kids) Paperback – 13 Jun. 2016</p>	<p>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>Vocabulary: growing, changing, baby, toddler, child, teenager, adult, elder, secrets, surprise, private, penis, vagina, testicles, nipples, loss, reunite, capabilities, nipples, privacy, pressure, uncomfortable, physical contact, acceptable, unacceptable, personal information, communication, online relationships, assertive</p> <p>Suggested Texts: CEOP film clip <i>Lee and Kim</i>. First Aid Champions</p>	<p>choices from search results. Explain that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). List a range of different jobs/careers that people can have and know that people often have more than one career/type of job during their life. Identify ways of carrying out shared responsibilities for protecting the environment in school and at home. Know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>Vocabulary: Family members, friends, feelings, community, safe, permission, helpful, respect, carer, money, spend, save,</p>	<p>and firework safety; safe use of digital devices when out and about. Recognise ways in which the internet and social media can be used both positively and negatively. Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>Vocabulary: Body, ill, medicine, danger, safety, consent. PANTS, appropriate, inappropriate, Safe, unsafe, permission, safety network, risks, hazards, fire risk, injury, predict, assess, manage, firework safety, rail safety, road</p>
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	<p>proportionately in different situations. Discuss change and loss, including death, and how we can express and manage grief and bereavement.</p> <p>Vocabulary: Listen, share, take turns, feelings, happy, sad, angry, excited, friendship, BRITISH VALUES, DEMOCRACY, rules, right, arguments, butterflies, pledge, recognise, loneliness, hurtful, repetition, intentional, physical, emotional, unwanted touch, inappropriate, cyber-bullying, name calling, teasing, RULE OF LAW, consequences, age restrictions, strategies, positive relationships, maintain, wellbeing, support, disputes, disagreements, compassion, careers, negotiation, respect, traditions, beliefs, lifestyles, bereavement.</p> <p>Suggested Texts: The Book of Thunks by Ian Gilbert Just Jaime by Terri Libenson The Bad Seed by Jory John The Velveteen Rabbit by Margery Williams</p>	<p>characteristics, gender (sex), sexual orientation, adoption, foster, step-parent, blended family, stereotype, contributions, ethnicity, faith, culture, individuality, discrimination, diversity.</p> <p>Suggested Texts: https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing The Ugly Duckling by Hans Christian Anderson Let's Talk About Race by Julius Lester Different: A Story About Loving Your Neighbor by Chris Singleton</p>	<p>by Jo Stimpson</p> <p>Tilda Tries Again: A Big Bright Feelings Book by Tom Percival</p>		<p>responsibility, first aid, emergency, 999, gifts, pocket money, savings, bank, banker, essential, non-essential, advice, reliability, sources, volunteer, voluntary, attitudes, environment, fair trade, charity, career, protect, reduce, reuse, recycle.</p> <p>Suggested Texts: http://www.fivewaystowellbeing.org/ https://coramlifeeducation.org.uk/bcyberwise/who-said-what</p> <p>Enrichment: Visit from a volunteer/charity worker</p>	<p>safety, water safety, digital device, disease, vaccination, immunisation, allergies, drugs, legal, illegal, cigarettes, vaping, alcohol, habit. nicotine,</p> <p>Suggested Texts: www.bbc.co.uk/cbbc/shows/stay-safe www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ www.thinkuknow.co.uk/parents/</p> <p>Enrichment: Visit from the fire service.</p>
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Year 4	<p>Relationships Me and My Relationships Core learning: Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Explain what we mean by a 'positive, healthy relationship'. Recognise that there are times when they might need to say 'no' to a friend. Use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>	<p>Relationships Valuing Difference Core learning: Define the terms 'negotiation' and 'compromise'; About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. BRITISH VALUES- RESPECT and TOLERANCE- Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media.</p>	<p>Health and Wellbeing Being My Best Core learning: Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand about what good physical health means; how to recognise early signs of physical illness. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the</p>	<p>Health and Wellbeing Growing and Changing (Do not teach All Change or Preparing for changes at puberty) Core learning: Describe some of the changes that happen to people during their lives. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Know about keeping something confidential or secret, when this should</p>	<p>Living in the Wider World Rights and Respect Core learning: BRITISH VALUES- RULE OF LAW- Understand that humans have rights and also responsibilities. To recognise reasons for rules and laws; consequences of not adhering to rules and laws. BRITISH VALUES- DEMOCRACY- Recognise that everyone can make a difference within a democratic process.</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Identify situations which are either dangerous, risky or hazardous. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. Describe stages of identifying and managing risk.</p>

<p>Understand the importance of seeking support if feeling lonely or excluded. Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>Recognise that different people can have different feelings in the same situation. Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour. Have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others): how to report concerns and get support.</p> <p>Vocabulary: Listen, share, take turns, feelings, happy, sad, angry, excited, friendship, BRITISH VALUES, DEMOCRACY, rules, right, arguments, butterflies, pledge, recognise, loneliness, hurtful, repetition, intentional, physical, emotional, unwanted touch, inappropriate, cyber-bullying, name calling, teasing, RULE OF LAW, consequences, age restrictions, strategies, positive relationships, maintain, wellbeing, support, disputes, disagreements, compassion, careers, negotiation, respect, traditions, beliefs, lifestyles,</p>	<p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</p> <p>Vocabulary: Same, different, celebrate, likes, dislikes, care, kindness, friendship, unique, qualities, unkind, tease, bully, British Values, tolerance, strengths, interests, respect, emotional connection, protected characteristics, gender (sex), sexual orientation, adoption, foster, step-parent, blended family, stereotype, contributions, ethnicity, faith, culture, individuality, discrimination, diversity, negotiation, compromise, media, acquaintances, non-verbal signals.</p> <p>Suggested texts: http://www.nspcc.org.uk/prevention-g-abuse/keeping-children-safe/underwear-rule/ Newspaper articles- stereotypes.</p>	<p>risks associated with an inactive lifestyle.</p> <p>Know the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p> <p>About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>Explain strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>Vocabulary: healthy, exercise, grow, stronger, Healthy eating, fruits, vegetables, disease, Catch It! Bin it! Kill it! germs, Positivity, wellbeing, choices, dental hygiene, Vaccinations, decisions, balanced, healthy lifestyle, choices, healthy diet, nutrition, obesity, tooth decay, bacteria, infection, personal hygiene, achievements, self worth, setbacks, physical health,</p>	<p>(e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>PROTECTED CHARACTERISTICS- MARRIAGE- Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. Know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. Understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>Vocabulary: Growing, changing, baby, toddler, child, teenager, adult, elder, secrets, surprise, private, penis, vagina, testicles, nipples, loss, reunite, capabilities, nipples, privacy, pressure, uncomfortable, physical contact, acceptable, unacceptable, personal information, communication, online</p>	<p>Define the word influence; Recognise that reports in the media can influence the way they think about a topic. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. Recognise that people make spending decisions based on priorities, needs and wants. Understand the relationship between rights and responsibilities.</p> <p>Vocabulary: Family members, friends, feelings, community, safe, permission, helpful, respect, carer, money, spend, save, responsibility, first aid, emergency, 999, gifts, pocket money, savings, bank, banker, essential, non-essential, advice, reliability, sources, volunteer, voluntary, attitudes, environment, fair trade, charity, career, protect, reduce, reuse, recycle, democracy, democratic, rights, responsibilities, influence, bystander, anti-social behaviour, VAT, income tax, national insurance, income, expenditure,</p> <p>Suggested Texts: UNICEF's Summary of the UN Convention on the Rights of the Child</p>	<p>PROTECTED CHARACTERISTICS- About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Discuss why people choose to use or not use drugs (including nicotine, alcohol and medicines). Recognise mixed messages in the media about drugs, including alcohol and smoking/vaping. Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. Know some of the different ways information and data is shared and used online.</p>
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	<p>bereavement, collaborative, successful, teamwork, excluded, included, impact, trolling, harassment.</p> <p>Suggested texts: Wonder by R. J. Palacio</p>		<p>illness, inactive, mental health, hobbies.</p> <p>Suggested Texts: https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing</p>	<p>relationships, assertive, confidential, PROTECTED CHARACTERISTICS-MARRIAGE, civil partnership, commitment.</p> <p>Suggested Texts: www.royleighton.com</p>	<p>British Council child-friendly language version</p>	<p>Vocabulary: Body, ill, medicine, danger, safety, consent. PANTS, appropriate, inappropriate, Safe, unsafe, permission, safety network, risks, hazards, fire risk, injury, predict, assess, manage, firework safety, rail safety, road safety, water safety, digital device, disease, vaccination, immunisation, allergies, drugs, legal, illegal, cigarettes, vaping, alcohol, habit. nicotine, prejudice, discrimination, tobacco.</p>
Year 5	<p>Relationships Me and My Relationships Core learning: Give examples of how they have worked collaboratively. Describe strategies for resolving difficult issues or situations. Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Relationships Valuing Difference Core Learning: Explain why friendships sometimes end. Demonstrate respectfulness in responding to others. PROTECTED CHARACTERISTICS-RACE- Empathise with people who have been, and currently are, subjected to injustice, including through racism. Consider how discriminatory behaviour can be challenged. PROTECTED CHARACTERISTICS-RELIGION- Explain the importance</p>	<p>Health and Wellbeing Being My Best Core learning: Explain the function of at least one internal organ. Discuss what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). Explain what being part of a school community means to them.</p>	<p>Health and Wellbeing Growing and Changing (Teach My Changing Body- Year 3 SCARF- Part Teach Year 5- Changing Bodies and Feelings) Core learning: Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. Describe strategies for dealing with situations in which they would feel</p>	<p>Living in the Wider World Rights and Respect Core learning: Express their opinions on an issue concerning health and wellbeing. Understand what biased reporting is and the need to think critically about things we read. Give examples of voluntary groups, the kind of work they do and its value. Identify the impact on individuals and the wider community if</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Demonstrate strategies and skills for supporting others who are bullied. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. Recognise that people aren't always who they appear to be online and</p>

<p>Demonstrate how to respond to a wide range of feelings in others. Identify what things make a relationship unhealthy. Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Identify characteristics of passive, aggressive and assertive behaviours.</p> <p>Vocabulary: Listen, share, take turns, feelings, happy, sad, angry, excited, friendship, BRITISH VALUES, DEMOCRACY, rules, right, arguments, butterflies, pledge, recognise, loneliness, hurtful, repetition, intentional, physical, emotional, unwanted touch, inappropriate, cyber-bullying, name calling, teasing, RULE OF LAW, consequences, age restrictions, strategies, positive relationships, maintain, wellbeing, support, disputes, disagreements, compassion, careers, negotiation, respect, traditions, beliefs, lifestyles, bereavement, collaborative, successful, teamwork, excluded, included, impact, trolling, harassment, resolution, interactions, passive aggressive, assertive.</p>	<p>of mutual respect for different faiths and beliefs and how we demonstrate this. PROTECTED CHARACTERISTICS- GENDER REASSIGNMENT- That for some people gender identity does not correspond with their biological sex. Recognise that some people can get bullied because of the way they express their gender.</p> <p>Vocabulary: Same, different, celebrate, likes, dislikes, care, kindness, friendship, unique, qualities, unkind, tease, bully, British Values, tolerance, strengths, interests, respect, emotional connection, protected characteristics, gender (sex), sexual orientation, adoption, foster, step-parent, blended family, stereotype, contributions, ethnicity, faith, culture, individuality, discrimination, diversity, negotiation, compromise, media, acquaintances, non-verbal signals, PROTECTED CHARACTERISTICS- RACE, injustice, racism, mutual respect, PROTECTED CHARACTERISTICS- GENDER REASSIGNMENT, biological sex.</p> <p>Suggested Texts: The story of Rosa Parks</p>	<p>Suggest ways of improving the school community. Know about the new opportunities and responsibilities that increasing independence may bring. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Recognise warning signs about mental health and wellbeing and how to seek support for themselves or others. Demonstrate basic first aid, including Sepsis Awareness.</p> <p>Vocabulary: healthy, exercise, grow, stronger, Healthy eating, fruits, vegetables, disease, Catch It! Bin it! Kill it! germs, Positivity, wellbeing, choices, dental hygiene, Vaccinations, decisions, balanced, healthy lifestyle, choices, healthy diet, nutrition, obesity, tooth decay, bacteria, infection, personal hygiene, achievements, self worth, setbacks, physical health, illness, inactive, mental health, hobbies, influence, qualities, assumptions, aspirations, independence, sepsis.</p> <p>Suggested Texts: https://firstaidchampions.redcross.org.uk/ Human Body- Books, Websites, Magazines and Newspapers which show media celebrities https://sepsistrust.org/about/about-the-charity/our-current-campaigns/schools-against-sepsis/</p>	<p>uncomfortable, particularly in relation to inappropriate touch. Identify situations where someone might need to break a confidence in order to keep someone safe. Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. Know where to get more information, help and advice about growing and changing, especially about puberty. Recognise how our body feels when we're relaxed. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Vocabulary: Growing, changing, baby, toddler, child, teenager, adult, elder, secrets, surprise, private, penis, vagina, testicles, nipples, loss, reunite, capabilities, nipples, privacy, pressure, uncomfortable, physical contact, acceptable, unacceptable, personal information, communication, online relationships, assertive, confidential, PROTECTED CHARACTERISTICS- MARRIAGE, civil</p>	<p>responsibilities are not carried out. Suggest questions a consumer should ask before buying a product. State different ways to keep track of money. Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. Know different ways to pay for things and the choices people have about this. Identify the ways that money can impact on people's feelings and emotions. BRITISH VALUES- RULE OF LAW- To recognise reasons for rules and laws; consequences of not adhering to rules and laws. PROTECTED CHARACTERISTICS- recognise there are human rights that are there to protect everyone (race, gender, sexual orientation, marriage, religion, disability, pregnancy and maternity, age, gender reassignment).</p> <p>Vocabulary: Family members, friends, feelings, community, safe, permission, helpful, respect, carer, money, spend, save, responsibility, first aid, emergency, 999, gifts, pocket money, savings, bank, banker, essential, non-essential, advice,</p>	<p>explain risks of being friends online with a person they have not met face-to-face (links with Year 5 online safety in computing-reinforce the message). Know how to protect personal information online. Suggest what someone should do when faced with a risky situation. Suggest ways of standing up to someone who gives a dare. Understand that there are potential health risks of vaping that are not yet fully known. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. Describe why and how a habit can be hard to change. Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Know how information on the internet is ranked, selected and targeted at individuals and groups; that connected devices can share information.</p> <p>Vocabulary: Body, ill, medicine, danger, safety, consent. PANTS, appropriate, inappropriate, Safe, unsafe, permission, safety network, risks, hazards, fire risk, injury, predict,</p>
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				<p>partnership, commitment, puberty, genitalia, reproduction, reproductive organs.</p> <p>Suggested Texts: http://www.nspcc.org.uk/p-reventing-abuse/keeping-children-safe/underwear-rule/</p>	<p>reliability, sources, volunteer, voluntary, attitudes, environment, fair trade, charity, career, protect, reduce, reuse, recycle, democracy, democratic, rights, responsibilities, influence, bystander, anti-social behaviour, VAT, income tax, national insurance, income, expenditure, biased, unbiased, consumer.</p> <p>Suggested Texts: https://www.parliament.uk/education/about-your-parliament/general-elections/ https://www.gov.uk/understand-how-your-council-works Fair Trade website. www.thedailymile.co.uk Websites such as the CBBC Newsround site Children's newspapers such as First News</p>	<p>assess, manage, firework safety, rail safety, road safety, water safety, digital device, disease, vaccination, immunisation, allergies, drugs, legal, illegal, cigarettes, vaping, alcohol, habit. nicotine, prejudice, discrimination, tobacco,</p> <p>Suggested Texts: Thinkuknow website Smokefree Action website The Little Book of Thanks' by Ian Gilbert.</p>
Year 6	<p>Relationships Me and My Relationships Core learning: Demonstrate a collaborative approach to a task. Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>	<p>Relationships Valuing Difference Core learning: BRITISH VALUES- TOLERANCE- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. BRITISH VALUES- RESPECT- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p>	<p>Health and Wellbeing Being My Best Core learning: Describe the actions needed to set and achieve aspirational goals. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p>	<p>Health and Wellbeing Growing and Changing (Teach All change and Preparing for Puberty- from year 4 SCARF and Part Teach Year 5- Changing Bodies and Feelings) Core learning: Recognise that photos can be changed to match society's view of perfect. PROTECTED CHARACTERISTICS- GENDER- Recognise how the media can sometimes</p>	<p>Living in the Wider World Rights and Respect Core learning: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Know the legal age (and reason behind these) for having a social media account. Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>	<p>Living in the Wider World Keeping Myself Safe Core learning: Understand and describe the ease with which something posted online can spread. Explore the risks of sharing photos and films of themselves with other people directly or online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</p>

<p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. BRITISH VALUES- INDIVIDUAL LIBERTY- Understand that everyone has the right to be free to choose who and whether to marry. Know that marriage represents a formal and legally recognised commitment. Know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> <p>Vocabulary: Listen, share, take turns, feelings, happy, sad, angry, excited, friendship, BRITISH VALUES, DEMOCRACY, rules, right, arguments, butterflies, pledge, recognise, loneliness, hurtful, repetition, intentional, physical, emotional, unwanted touch, inappropriate, cyber-bullying, name calling, teasing, RULE OF LAW, consequences, age restrictions, strategies, positive relationships, maintain, wellbeing, support, disputes, disagreements, compassion, careers, negotiation, respect, traditions, beliefs, lifestyles, bereavement, collaborative, successful, teamwork, excluded, included, impact, trolling,</p>	<p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Explain the difference between a friend and an acquaintance. Describe qualities of a strong, positive friendship. Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>Vocabulary: Same, different, celebrate, likes, dislikes, care, kindness, friendship, unique, qualities, unkind, tease, bully, British Values, tolerance, strengths, interests, respect, emotional connection, protected characteristics, gender (sex), sexual orientation, adoption, foster, step-parent, blended family, stereotype, contributions, ethnicity, faith, culture, individuality, discrimination, diversity, negotiation, compromise, media, acquaintances, non-verbal signals, PROTECTED CHARACTERISTICS- RACE, injustice, racism, mutual respect, PROTECTED CHARACTERISTICS- GENDER REASSIGNMENT, biological sex, disrespect, bystander,</p> <p>Suggested Texts: Primary Futures website</p>	<p>Understand risks related to growing up and explain the need to be aware of these. Understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. Have problem solving strategies for dealing with emotions, challenges and change including the transition to new schools.</p> <p>Vocabulary: healthy, exercise, grow, stronger, Healthy eating, fruits, vegetables, disease, Catch It! Bin it! Kill it! germs, Positivity, wellbeing, choices, dental hygiene, Vaccinations, decisions, balanced, healthy lifestyle, choices, healthy diet, nutrition, obesity, tooth decay, bacteria, infection, personal hygiene, achievements, self worth, setbacks, physical health, illness, inactive, mental health, hobbies, influence, qualities, assumptions, aspirations, independence, sepsis,</p> <p>Suggested texts: First Aid Champions Chimat data (Child and Maternal Health Observatory - now Fingertips) NHS Health Profile data Cancer Research UK and NHS</p>	<p>reinforce gender stereotypes. Understand the risks of sharing images online and how these are hard to control, once shared. Know strategies to manage transitions between classes and key stages. Understand the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing). Know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. Know the correct terminology for their genitalia. Understand and explain why puberty happens. Understand that periods are a normal part of puberty for girls. (Building on from taught Science in Year 5)</p> <p>Vocabulary: Growing, changing, baby, toddler, child, teenager, adult, elder, secrets, surprise, private, penis, vagina, testicles, nipples, loss, reunite, capabilities, nipples, privacy, pressure, uncomfortable,</p>	<p>Explain what is meant by the term <i>interest</i>. Know risks involved in gambling; different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations. Identify the kind of job that they might like to do when they are older. Recognise a variety of routes into careers (college, university, apprenticeships) Suggest actions that could be taken to live in a more environmentally sustainable way. BRITISH VALUES- DEMOCRACY- Know about Democracy in Britain, Elections. Know how laws are made in Britain.</p> <p>Vocabulary: Family members, friends, feelings, community, safe, permission, helpful, respect, carer, money, spend, save, responsibility, first aid, emergency, 999, gifts, pocket money, savings, bank, banker, essential, non-essential, advice, reliability, sources, volunteer, voluntary, attitudes, environment, fair trade, charity, career, protect, reduce, reuse, recycle, democracy, democratic, rights, responsibilities,</p>	<p>Explain in simple terms some of the laws that control drugs in this country. Describe some of the effects and risks of drinking alcohol.</p> <p>Vocabulary: Body, ill, medicine, danger, safety, consent. PANTS, appropriate, inappropriate, Safe, unsafe, permission, safety network, risks, hazards, fire risk, injury, predict, assess, manage, firework safety, rail safety, road safety, water safety, digital device, disease, vaccination, immunisation, allergies, drugs, legal, illegal, cigarettes, vaping, alcohol, habit. nicotine, prejudice, discrimination, tobacco, posted, photo/ video sharing, direct, addiction.</p> <p>Suggested Texts: www.talktofrank.com www.drugwise.org.uk www.drugscience.org.uk https://www.youtube.com/watch?v=xNmEboNEnd8 NSPCC film* I Saw Your Willy. UK Safer Internet Centre www.net-aware.org.uk</p>
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<p>harassment, resolution, interactions, passive aggressive, assertive, pressure, BRITISH VALUES-INDIVIDUAL LIBERTY, Female Genital Mutilation (FGM).</p> <p>Suggested Texts: Childline website</p>			<p>physical contact, acceptable, unacceptable, personal information, communication, online relationships, assertive, confidential, PROTECTED CHARACTERISTICS-MARRIAGE, civil partnership, commitment, puberty, genitalia, reproduction, reproductive organs, transitions, menstruation, menstrual cycle, reproduction, life cycle, conceived, periods, ovaries, eggs, womb, sperm, pubic hair</p> <p>Suggested Texts: Puberty for girls All about getting your period Puberty for boys Dove Selfie Project <i>What Happened to Cinderella Next</i> NSPCC film Lucy and the Boy Puberty and finding out who you are</p>	<p>influence, bystander, anti-social behaviour, VAT, income tax, national insurance, income, expenditure, biased, unbiased, consumer, opinion, fact, interest, elections, laws.</p> <p>Suggested Texts: https://www.parliament.uk/education/ A range of newspapers www.parliament.uk/education/about-your-parliament/general-elections/</p>	
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End of Key Stage Two Targets:

<p>Relationships:</p> <ul style="list-style-type: none"> Recognise challenges that arise from different relationships and know some strategies in order to solve/ cope with issues. Demonstrate collaborative working and show an ability to compromise. Identify pressure from different sources (peers, family, media). Demonstrate respect. 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> Know changes that happen both physically and emotionally during puberty. Explain ways to live a healthy life (food and nutrition, exercise, good mental wellbeing). Appreciate their own uniqueness and talents and those of their peers. 	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> Understand that money can be earned and spent in various ways and the benefit of saving money. Identify ways to be environmentally friendly and how we can live more sustainably. Know of illegal actions regarding drugs, alcohol and online abuse and the consequences people face. Identify their own importance in the world and how their contributions can both positively and negatively impact their community and wider world.
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The document below, further highlights information that pupils should be exposed to by the end of Primary School:
[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

